

EDUCATIONAL MATTERS.

Instructors and Students Preparing for Vacation.

EXAMINATION OF TEACHERS

HOME TALENT WILL BE GIVEN THE PREFERENCE.

The Exhibit of School Work Will Open on Thursday Next—Twenty-Fifth Annual Commencement of the University of Utah—The High School—General Notes.

This is the best week of school work, and naturally teachers and pupils are looking forward to vacation with pleasant anticipation for the real and faithful of both have fairly intimated to the rest. The progress made in the public schools this year has been unprecedented, and from now on, the usual routine of work will be thrown aside. All the schools will close on Wednesday, June 15, at 1:30 p. m., and the closing exercises will be held at many of them on Thursday and Friday. On that day in every school, the exhibits will be open and will continue until Saturday evening. Patrons of the schools and all interested educational matters are invited to inspect the exhibit, which will be more extensive than the previous one, and will represent the exact work of the pupils in the various schools. Will show the progress of the individual pupils from month to month throughout the year.

On Wednesday at 1:30 p. m., the students who have completed the work of the eighth grade, will assemble at the High School building and receive their certificates.

Aside from all this, there will be the closing exercises at a number of the private schools this week, and altogether, it will be a very busy week in educational circles.

Examination of Teachers.

On June 18, the examination of applicants for positions as teachers in the public schools will be held, and the board of education has about forty-seven positions to fill. It is to be hoped and expected that the local teachers will take this examination, for while many persons from the east are now employed in our schools, it is the settled policy of the board to give the preference to home talent, other things being equal. This was strikingly illustrated on Thursday night, when on recommendation of Superintendent Millsap, thirty-two teachers, nearly all of the Salt Lake, were employed for the ensuing year.

Talking with a Herald reporter, the superintendent said that the board gives to give employment to home teachers and in this coming examination, if their qualifications are up to the standard, they will be given the preference. By far the larger number of teachers employed this year will be unrepresented, and from now on, the probably be home people. "That this is made possible from the fact that the normal course at the university is more thorough than heretofore, especially in the training department."

Afterwards the reporter saw several members of the board of education, and all endorsed the statement of Superintendent Millsap, unanimously agreeing that other things being equal, the preference should be given to those who neglect the opportunity, there can be hereafter certainly be no just complaint made against the board of education.

High School Commencement.

The second annual commencement of the High School will occur at the theatre at 8 p. m. Following is the complete programme:

Overture, "Post and Prentiss," Suppe.
Eulogy on President Grant, by David Davidson.
Entrance March, "Washington Post."
Sonus, "The Three R's," N. Lincoln.
Chorus, "The Three R's," N. Lincoln.
The School.
Oration, "Hard Times," George Shetler Dow.
Essay, "We Are Not Ourselves," Blanche Oppenheimer.
Oration, "Conservation of Energy," Percy Haveron.
Vocal Duet, "Fly Away, Birdling," Emma Alt.
Drama, "The Three R's," N. Lincoln.
Essay, "The Segal Lily," Mary Perrella Eager.
Oration, "Scientific Investigation," Blanche Oppenheimer.
Chorus, "The Three R's," N. Lincoln.
Essay, "Reason and Unreason," Mary Virginia Patterson.
Essay, "A Glimpse at the Life in Great Salt Lake," Rob Roy Hampton.
Essay, "Portia," Edna Louise Beeman.
Piano Solo, (a) "Zephyrus de Padua," Victor Deland; (b) "Menuet," Paderewski; (c) "Lullaby," Maud Beattie Clark.
Oration, "The Silent Language of the Quilting Range," Fred Morgan Ayer.
Essay, "The Three R's," Maud Beattie Clark.
Chorus, "Spring's Delights," Muller.
The School.
Oration, "Ultimate America," Walter Wallace Little.
Poem, "The Glass Prophecy," Florence Marion Utter.
Presentation of Diplomas.
Chorus, "America," Audience and School.
Undergraduates.

Summer School.

Until recently the most sanguine friends of the university summer school have supposed that the attendance would be small. It was taken for granted that few teachers or students would feel like adding to their regular year's work five weeks of close application to studies, though the indications now are that the attendance is going to be much larger than was anticipated. Every day earnest students, young men and women, are indicating their intention of attending, and having something of value to show for their summer's existence. The fact that work done in the university summer school is credited on the university books as work toward a degree, is an inducement to many who intend eventually to complete a university course.

The Seed and Its Development.

The following essay by one of the university students illustrates the work of that nature done at that institution: Before taking up the seed, let us briefly pass over plants in a general way. We have incidentally learned that the period during which the life of the individual plant can be maintained is limited; though the length of life may be widely different in different cases. Thus some plants, annuals, do not survive a single season of growth; others, biennials, live through two seasons; and others, perennials, persist for a greater or less number of years. But in any case any given individual eventually ceases to exist. Inasmuch, however, as species of plants continue to exist, there must be some mode of reproduction. It is desired to speak briefly of the modes. It is found that reproduction is accomplished in two ways, as species of plants in different properties of living protoplasm, and it is through this protoplasm that give rise to new plants, and this may be effected in either two ways: in the one case by means of cells, not especially modified for the purpose, which process

we term vegetative reproduction. In the other, by means of specially modified cells, the reproductive cells, which are usually taken from the individual, this we term spore-reproduction. The simplest mode of vegetative reproduction is that which is found in unicellular plants of low organization. When the cell which constitutes the body of the plant has attained by growth its limit of size, it gives rise, by some form of division, to two or more new cells, which then grow, and constitute one or more new plants. Good examples of this are afforded in the green algae, the diatoms, and the fungi. Vegetative reproduction is also found in more highly organized plants, where parts of the body of the organism are separated from the mother and develop into individual plants. This is especially noticed in the mosses, and in a great number of plants this process is effected by means of specially modified embryonic shoots or buds.

Although vegetative reproduction is in many cases very effective, yet very many plants possess the property of reproducing themselves by means of spores, which are for the most part single cells. The main point concerning the development of spores is that they are produced in one of two ways, either asexually or sexually. In the former case they are directly produced from the protoplasm of a single reproductive cell, and are usually called the general term sporangium. In the latter case the spores are not formed from the protoplasm of single reproductive cells, but from a specialized protoplasm of two distinct reproductive organs. In those cases in which the spore is capable of germinating immediately on the completion of its development, the cell-wall is a single delicate membrane consisting of cellulose; but in those cases in which the spore may have to pass through a period of quiescence or resting before germinating, the wall is thick and consists of two layers, an inner, the endospore, which consists of cellulose, and an outer, the exospore, which is thick and rigid.

Having shown the modes of reproduction of the pteridophyta (or ferns) we will now take up the phanerogams (or flowering plants). In the phanerogams the changes begun in the pteridophyta, proceed a step further. The differentiation into male and female reproductive organs is more pronounced, and the male reproductive organ, the stamen, is developed beyond the formation of the microspores (pollengrains) and macrospores (embryo sacs); the macrospore does not serve for the production of the egg, but continues to be nourished by it until after the embryo is formed; and as a consequence of its maintaining its structural connection with the male reproductive organ, it is but feebly developed.

The leafy plant produces two kinds of reproducing cells, viz: the pollen grains and the embryo sacs. The pollen grains are for the most part single cells, which develop from mother cells, and are borne on stamens; they soon become free, and are more or less spherical in shape. The embryo sacs are thin walled cells which arise axially in the ovule, and are usually four in number. The pollen grains and the embryo sacs are homologous to the macrospore of pteridophyta (or ferns), they do not become free, but continue to be in organic connection with the male reproductive tissues. The portions of the plant-body which produce pollen grains and embryo sacs are in general considerably modified; the leaves are generally small, the leaves delicate or otherwise different from foliage leaves, and containing little or no chlorophyll; they are usually of some other color than green, and are modified parts, together with the organs more immediately connected with the male and female reproductive cells, constitute what is known as a flower.

The development of the flower as a whole is an important and instructive object of study. The law of greater structural similarity in the earlier stages of organisms is very clearly shown in the flower. The development of the flower is very instructive, when fully formed, have little resemblance to each other, are found to be essentially alike, and would be easily recognized as such. Without entering further upon this subject, which is too broad to treat in this short paper, it need only be said here that all the floral organs are essentially alike in form and function, and that the first appearance of the sepals, petals, stamens, and pistils appear at first as small papillae, and it is only after they have grown somewhat that the modifications of shape, size, and position are determined by its shape. Moreover, it is found (as has so often been seen in the development of animals) that the rudiments of some organs which are wanting in its earlier stages.

As the flower develops, its parts become more and more distinct; the ovule becomes surrounded by one or two layers of cellular coats, which grow from its base, and almost completely enclose it, a little orifice only, the micropyle, being left at its apex. It is now ready for fertilization, and the pollen grain, after having attached itself to the stigma, absorbs moisture and germinates, sending out a tube which penetrates the soft tissue of the ovule, and reaches the micropyle, where it enters the micropyle of an ovule. Here it comes in contact with the apex of the ovule body, through whose wall the pollen tube passes, and the pollen tube enters the ovule. The first result of fertilization is the formation of a wall of cellulose around the germ-cell; the latter soon divides transversely one or more times, and the embryo is formed. The embryo, the suspensor, at the extremity of which a rudimentary embryo is soon formed. While the embryo is growing the ovule increases greatly in size, and its outer coats are hardened or otherwise modified. Internally, the endosperm in the embryo sac grows still more rapidly, and finally entirely replaces the other tissues of the ovule. Thus the embryo is formed, and the cotyledons, a growing point above the whorl of cotyledons, and a rudimentary root, which is the true radicle.

When the ovule and its contained embryo reaches this stage they constitute the seed. The growth of the embryo is suspended, and the tissues which maintained organic connection between the ovule and the parent plant are absorbed, thus setting the seed free. Let us consider fertilization a little further. The fertilization of the germ-cell involves two operations, viz: Pollination, i. e., the deposition of the pollen upon the stigma, and the union of the pollen with the ovule. The latter has been spoken of above, so it is now necessary to speak of the former.

As the pollen-grains are entirely wanting in means of transportation to the stigma, upon (1) by the wind (anemophilous flower); (2) by means of insects, which carry the pollen from flower to flower (entomophilous flowers); (3) the favorable position of the anthers and stigma, bringing the pollen in the opening anther into contact with the stigma, thus setting the seed free (flowers).

If plants continue to reproduce their kind generation after generation, these modes of fertilization must take place, and in every case where experiments have been tried to any extent, it has been found that the cross-fertilized plant is on a whole superior to the self-fertilized plant. Though in some instances the self-fertilized seed has produced larger plants than the cross-fertilized seed, in other respects the latter has been superior. Thus, in the case of the pea, in which plants are prepared in which plants produce showy flowers that may attract the attention of insects, in order that the seed may be borne from one species to another. There are many plants, as I have said above, which reproduce themselves exclusively by means of self-fertilization. In the normal course of life at least, no other mode of reproduction is open to them, but the great majority of plants, however, possess the faculty of multiplying and reproducing themselves otherwise than by means of sexual organs. There are in fact, as we shall see upon careful examination, two modes of reproduction, the one (flowerless) and phanerogamic (or flowering) plants which have in the course of time either entirely lost, or have lost the power of sexual reproduction, and have become functionless, but which, nevertheless multiply and reproduce themselves, and on the other hand the development of the sexual organs, and the conditions rarely met with, while vegetative propagation occurs abundantly. The seed while developing itself, the members which surround it, the seed is protected by several layers of envelopes, called the testa. A small eye or scar (hilum) upon the side of the seed indicates when the umbilical chord (funiculus) has been severed, and the portion of the ovary (placenta) was attached to the seed. In the conifers (or cone bearing plants) and cycadaceae (or palms), however, the seed is not so protected, but is invested with only a covering.

It would be useless for me to attempt to treat of all the varieties of seeds, for they are so numerous, suffice it to say that we have them in every imaginable form from the little grass seed to the coconut, which is about as large as the largest seed that can be imagined. Nature has provided every means possible for the protection and distribution of the seed. Some are enclosed in a coat that is very hard and durable, and the taste of animals, and this seems to have been a provision for their protection; examples of these are the walnut and the lemon, etc. On the other hand some have their outer covering developed into a fleshy pulp that is very agreeable to the taste, and are eaten and thus the seed is distributed. Some are placed on place to another, and are in this way distributed very widely. This class is found in the fruits and berries.

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Seeds are very small things comparatively speaking, and are often passed over in the study of plant life, as if they were of no importance. But when studied thoroughly they prove to be very interesting, and though seemingly small and insignificant, they are very important in the structure, and of very great worth. The study of what has seemed of little worth has often proved the most interesting and the most instructive. We must remember that due to the study of the seed, we owe the existence of our great forests, our grain fields, and meadows. Therefore, though mere trifles they are of great worth, and are worthy of study and consideration.

J. W. HOOPER.

Dr. Park's Generosity.

Through the generosity of Dr. John R. Park, the University of Utah yesterday became the possessor of 3,400 volumes of choice scientific and literary works. In making the handsome gift the doctor sets out: I, John R. Park, of Salt Lake City, Utah, hereby donate to the University of Utah, all books and pamphlets, which I have heretofore delivered to the University library, and the books now at my residence on First East Street, amounting to 3,400 volumes, as named and numbered in my library accession records, delivered this day to the librarian of the said university.

University of Utah.

The twenty-fifth annual commencement of the University of Utah will take place at the theatre on Wednesday, June 13, at 10:30 a. m. The graduating class this year numbers about thirty-five, more than thirty of whom are from Utah.

Following is the programme in full:

Music.
Prayer—Rev. C. T. Brown.
Essay, "Dorothy Bowman."
Essay, "An Ideal of Modern Education," David William Moffat.
Music.
Address, Hon. William H. King.
Presentation of certificates and degrees.
Music.
Address, Governor Caleb W. West.
Benediction, Abraham H. Cannon.

Davis County Schools.

Kaysville, June 9.—The commencement exercises of the Davis county public schools were held in the Music hall at 2 p. m. The attendance was not a large one, but the exercises were very instructive. The programme was as follows: Presentation of diplomas, Superintendent D. O. Wiley, Jr.
Music, orchestra.
Address of welcome, Willard Burton, Kaysville.
Pompell, Parley Wiley, East Bonifant.
Selection, Bone's orchestra.
Oration, "Early Colonial History," A. C. Patterson, South Hooper.
Song, "Legend of the Chimes," Mrs. Sarah Taylor, Kaysville.
Song, "The World Growing Better," Miss Emma Tolman, East Bonifant.
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FROM SAN SALVADOR.

THE TRIP TO THE CENTRAL AMERICAN REPUBLIC.

An Earthquake Experience—The Journey from San Francisco—Impressions of a Well Known Salt Lake Lady.

San Salvador, Central America, April 23, 1894.—The Pacific ocean bears its name rightfully; it is usually calm and peaceful, but when a great storm does brew a storm it is on a gigantic scale.

The steamer San Blas, of the Pacific Mail company, had the ill luck of running into such a storm right out of San Francisco, and it raged and it raged for two days and a night as I have never seen it rage and foam anywhere before. It was in vain that the boat tried to make any headway, and though I struggled bravely to keep up, I at last succumbed to seasickness with the rest. The only thing that kept the passengers from surrendering to abject fear was the knowledge that the veteran Captain William H. McLean was in command. He has traversed these waters for so many years that he knows literally every inch of them, and the confidence and security it gave to the passengers was both instinctive and contagious.

The run from San Francisco to Mazatlan is made in five days without compassing a storm. The fact that it is run into causes a delay of one to three days at this season when coffee shipments are heavy. Acapulco, in Mexico, the largest and regularly only harbor on the west coast, and it is one of the grandest natural harbors in the world, but is so surrounded by hills as to be almost cut off from the air, and earns for it the name of "the city of the dead."

Down, down, towards the equator, the ship steams every day of our voyage and more balmy and fragrant breezes blow from the south, and the confidence and security it gave to the passengers was both instinctive and contagious. The run from San Francisco to Mazatlan is made in five days without compassing a storm. The fact that it is run into causes a delay of one to three days at this season when coffee shipments are heavy. Acapulco, in Mexico, the largest and regularly only harbor on the west coast, and it is one of the grandest natural harbors in the world, but is so surrounded by hills as to be almost cut off from the air, and earns for it the name of "the city of the dead."

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Through the generosity of Dr. John R. Park, the University of Utah yesterday became the possessor of 3,400 volumes of choice scientific and literary works. In making the handsome gift the doctor sets out: I, John R. Park, of Salt Lake City, Utah, hereby donate to the University of Utah, all books and pamphlets, which I have heretofore delivered to the University library, and the books now at my residence on First East Street, amounting to 3,400 volumes, as named and numbered in my library accession records, delivered this day to the librarian of the said university.

University of Utah.

The twenty-fifth annual commencement of the University of Utah will take place at the theatre on Wednesday, June 13, at 10:30 a. m. The graduating class this year numbers about thirty-five, more than thirty of whom are from Utah.

Following is the programme in full:

Music.
Prayer—Rev. C. T. Brown.
Essay, "Dorothy Bowman."
Essay, "An Ideal of Modern Education," David William Moffat.
Music.
Address, Hon. William H. King.
Presentation of certificates and degrees.
Music.
Address, Governor Caleb W. West.
Benediction, Abraham H. Cannon.

Davis County Schools.

Kaysville, June 9.—The commencement exercises of the Davis county public schools were held in the Music hall at 2 p. m. The attendance was not a large one, but the exercises were very instructive. The programme was as follows: Presentation of diplomas, Superintendent D. O. Wiley, Jr.
Music, orchestra.
Address of welcome, Willard Burton, Kaysville.
Pompell, Parley Wiley, East Bonifant.
Selection, Bone's orchestra.
Oration, "Early Colonial History," A. C. Patterson, South Hooper.
Song, "Legend of the Chimes," Mrs. Sarah Taylor, Kaysville.
Song, "The World Growing Better," Miss Emma Tolman, East Bonifant.
Song, "Down the Long Avenue," Mrs. Kenworthy, Salt Lake City.
Presentation of diplomas, Superintendent D. O. Wiley, Jr.
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